

# Cesar E. Chavez Elementary School

## School Accountability Report Card

### Reported Using Data from the 2014-15 School Year

#### Published During 2015-16

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### **Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## **About This School**

#### **Contact Information (Most Recent Year)**

<b>School Contact Information</b>	
<b>School Name</b>	Cesar E. Chavez Elementary School
<b>Street</b>	960 - 17th Street
<b>City, State, Zip</b>	Richmond, CA 94801-2400
<b>Phone Number</b>	(510) 231-1418
<b>Principal</b>	Alison Evert
<b>E-mail Address</b>	aevert@wccusd.net
<b>Web Site</b>	<a href="http://www.wccusd.net/site/Default.aspx?PageID=768">http://www.wccusd.net/site/Default.aspx?PageID=768</a>
<b>Grades Served</b>	K-6
<b>CDS Code</b>	07-61796-6114094

District Contact Information	
District Name	West Contra Costa Unified School District
Phone Number	(510) 231-1100
Superintendent	Dr. Bruce Harter
E-mail Address	bharter@wccusd.net
Web Site	www.wccusd.net

#### School Description and Mission Statement (Most Recent Year)

César E. Chávez Elementary works to create a safe, positive, nurturing, multicultural environment that helps students achieve their full academic and social potential. We build self-esteem and encourage learning through mutual respect for and cooperation with all students. We are focused on validating our students' diverse cultures in all areas of education.

The Chavez Instructional Leadership Team will model and lead the school's change process (SMART Goals), will help ensure quality instruction (Academic School Focus/Data) for all students and will communicate the school's beliefs, vision, and priorities, to our staff and community. Our belief and vision is that every child has an equitable opportunity at learning while being physically and mentally safe.

#### Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Kindergarten	87
Grade 1	79
Grade 2	93
Grade 3	95
Grade 4	101
Grade 5	90
Grade 6	70
Total Enrollment	615

#### Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	4.9
Asian	1.3
Filipino	0.3
Hispanic or Latino	91.4
White	1.8
Two or More Races	0.2
Socioeconomically Disadvantaged	99.3
English Learners	71.5
Students with Disabilities	9.4

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

### Teacher Credentials

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	25	24	23	23
Without Full Credential	0	1	2	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	96.0	4.0
All Schools in District	96.9	3.2
High-Poverty Schools in District	96.8	3.2
Low-Poverty Schools in District	97.1	2.9

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: August 2015

Chavez Elementary School provides standards-based, grade-level appropriate texts to all students. In addition, we offer Academic Language Development instruction using Steck-Vaughn; Academic English Language Development, Supplemental ALD, and Academic Biliteracy Development using materials from the Tennessee Academic Vocabulary Project and Academic Vocabulary: Explicit Vocabulary Instruction Lesson Design; and English Language Development using Moving in to English.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Macmillan-McGraw Hill Treasures K-6 Macmillan/McGraw-Hill, Tesoros de lectura K-6	Yes	0%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Mathematics	Everyday Math (Grades K-5) Wright Group/Macmillan-McGraw Hill	Yes	0%
Science	Scott Foresman Science (Grades K-5) Pearson/Prentice Hall, Focus on Earth Science (6th grade)	Yes	0%
History-Social Science	Elementary Social Science: Macmillan/McGraw Hill California Vistas (Grades K-5)	Yes	0%

#### School Facility Conditions and Planned Improvements (Most Recent Year)

There is one two-story main building, an administration building, and eight portable classrooms. There is an outdoor table area.

#### School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: July 2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces			X	Paint stairway yellow; Paint restrooms;
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			Repair electric flex conduit
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains			X	Paint restrooms; Tighten loose toilet seats; Replace missing urinal strainer
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			Paint new exterior plywood to match
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

#### Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: July 2015				
Overall Rating	Exemplary	Good	Fair	Poor
				X

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

#### California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	21	32	44
Mathematics	12	22	33

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

#### CAASPP Assessment Results - English Language Arts (ELA)

##### Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	97	95	97.9	56	31	11	3
	4	102	102	100.0	62	17	15	7
	5	88	86	97.7	55	22	19	5
	6	71	69	97.2	42	30	22	6
Male	3		48	49.5	56	29	13	2
	4		41	40.2	61	22	15	2
	5		42	47.7	60	26	12	2
	6		35	49.3	37	40	20	3
Female	3		47	48.5	55	32	9	4
	4		61	59.8	62	13	15	10
	5		44	50.0	50	18	25	7
	6		34	47.9	47	21	24	9
Black or African American	3		6	6.2	--	--	--	--
	4		6	5.9	--	--	--	--
	5		4	4.5	--	--	--	--
	6		5	7.0	--	--	--	--
Asian	3		1	1.0	--	--	--	--
	4		2	2.0	--	--	--	--
Filipino	5		1	1.1	--	--	--	--
Hispanic or Latino	3		86	88.7	55	33	10	2
	4		92	90.2	63	16	14	7
	5		80	90.9	58	19	19	5

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	6		61	85.9	43	28	23	7
White	3		2	2.1	--	--	--	--
	4		2	2.0	--	--	--	--
	5		1	1.1	--	--	--	--
	6		2	2.8	--	--	--	--
Socioeconomically Disadvantaged	3		95	97.9	56	31	11	3
	4		101	99.0	61	17	15	7
	5		85	96.6	54	22	19	5
	6		69	97.2	42	30	22	6
English Learners	3		74	76.3	54	35	11	0
	4		67	65.7	72	18	10	0
	5		51	58.0	76	18	6	0
	6		35	49.3	69	26	3	3
Students with Disabilities	3		11	11.3	100	0	0	0
	4		7	6.9	--	--	--	--
	5		12	13.6	83	17	0	0
	6		16	22.5	81	13	6	0
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

### CAASPP Assessment Results - Mathematics

#### Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	97	96	99.0	57	26	16	1
	4	102	102	100.0	63	28	8	1
	5	88	88	100.0	67	24	8	1
	6	71	70	98.6	53	36	7	4
Male	3		48	49.5	44	33	21	2
	4		41	40.2	66	24	10	0
	5		42	47.7	64	26	7	2
	6		37	52.1	51	38	8	3
Female	3		48	49.5	71	19	10	0

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	4		61	59.8	61	31	7	2
	5		46	52.3	70	22	9	0
	6		33	46.5	55	33	6	6
Black or African American	3		6	6.2	--	--	--	--
	4		6	5.9	--	--	--	--
	5		4	4.5	--	--	--	--
	6		5	7.0	--	--	--	--
Asian	3		1	1.0	--	--	--	--
	4		2	2.0	--	--	--	--
Filipino	5		1	1.1	--	--	--	--
Hispanic or Latino	3		87	89.7	57	26	15	1
	4		92	90.2	61	30	8	1
	5		82	93.2	67	23	9	1
	6		62	87.3	55	34	6	5
White	3		2	2.1	--	--	--	--
	4		2	2.0	--	--	--	--
	5		1	1.1	--	--	--	--
	6		2	2.8	--	--	--	--
Socioeconomically Disadvantaged	3		96	99.0	57	26	16	1
	4		101	99.0	62	29	8	1
	5		86	97.7	66	24	8	1
	6		70	98.6	53	36	7	4
English Learners	3		75	77.3	60	25	13	1
	4		67	65.7	72	27	1	0
	5		53	60.2	83	17	0	0
	6		35	49.3	77	23	0	0
Students with Disabilities	3		11	11.3	91	9	0	0
	4		7	6.9	--	--	--	--
	5		12	13.6	75	25	0	0
	6		15	21.1	93	7	0	0
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

### California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
<b>Science (grades 5, 8, and 10)</b>	26	27	25	46	48	46	59	60	56

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

### California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	46
All Students at the School	25
Male	29
Female	21
Black or African American	--
Filipino	--
Hispanic or Latino	26
White	--
Socioeconomically Disadvantaged	--
English Learners	8
Students with Disabilities	25
Foster Youth	--

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

### California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	11.40	5.70	8.00

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

### Opportunities for Parental Involvement (Most Recent Year)

Parents are invited into the school and classroom to help students and teachers. Our School Community Worker coordinates parent volunteers and helps oversee opportunities for parents to be involved at Chavez. The following are opportunities to partner with parents:

- Family Nights (Reading, Math, Technology and Arts)
- Bi-Weekly Parent Coffee Hour
- School Site Council (Education Code Section 52852)
- Parent Clean Up Days
- Open House & Back to School Night
- Parent-Teacher Conferences



- Case management for families, provided by BACR Counselor
- Parent Volunteer Opportunities (including fundraisers, special events, campus security)
- Information about community shelters, medical, legal, and employment resources
- ESL classes for parents provided by Adult Education
- Parent Workshops provided by Building Blocks for Kids (BBK)
- Parent University (sponsored by WCCUSD)
- ELA group supports students with intervention
- Contra Costa Health Services Health Mobile Clinic

Contact Information for Parental Involvement  
 Staff Community Engagement Office - 510-307-4526

### State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

#### Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
<b>Suspensions</b>	5.22	2.79	2.17	10.15	6.59	6.16	5.07	4.36	3.80
<b>Expulsions</b>	0.00	0.00	0.00	0.04	0.03	0.02	0.13	0.10	0.09

#### School Safety Plan (Most Recent Year)

The Safety Plan is reviewed and updated annually. It is presented to teachers in the handbook and reviewed at Faculty Meetings. Fire drills are conducted monthly. Other emergency procedures are practiced throughout the year: Shelter in Place, Earthquake/Intruder Drills. Following school-wide practices, a report is sent to the district office. Staff members provide supervision from 7:50 a.m. to 3:00 p.m. The City of Richmond provides a crossing guard on 17th Street in the morning and afternoon. We have a closed campus and all campus visitors are required to sign in at the office. Two points of entry in the morning between 7:45 a.m.-8:45 a.m. are on 17th Street and 18th Street. For safety reasons, we have one point of exit from 2:20 p.m. to 3:00 p.m. which is on 17th Street. After school our students are supervised while waiting for parents/guardians to pick-up. The school discourages students from getting picked up by parents at the park as it is not a part of the school campus.

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

#### Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
<b>Made AYP Overall</b>	Yes	Yes	Yes
<b>Met Participation Rate: English-Language Arts</b>	Yes	Yes	Yes
<b>Met Participation Rate: Mathematics</b>	Yes	Yes	Yes
<b>Met Percent Proficient: English-Language Arts</b>	N/A	N/A	N/A
<b>Met Percent Proficient: Mathematics</b>	N/A	N/A	N/A
<b>Met Attendance Rate</b>	Yes	Yes	Yes
<b>Met Graduation Rate</b>	N/A	Yes	Yes

**Federal Intervention Program (School Year 2015-16)**

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2009-2010	2004-2005
Year in Program Improvement*	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	21
Percent of Schools Currently in Program Improvement	N/A	72.4

Note: Cells with N/A values do not require data.

**Average Class Size and Class Size Distribution (Elementary)**

Grade Level	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	28		4		24	1	3		22	1	3	
1	24		5		26		4		20	3	1	
2	26		4		26		4		23		4	
3	27		4		26		3		24		4	
4	33		1	1	32		1	3	33			3
5	32		1	2	33			2	28		3	
6	25	1	3		27		3		26	1	2	
Other					17	1						

Note: Number of classes indicates how many classes fall into each size category (a range of total students per class).

**Academic Counselors and Other Support Staff (School Year 2014-15)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.20	N/A
Psychologist	.25	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	.60	N/A
Resource Specialist	1.00	N/A
Other	0	N/A

Note: Cells with N/A values do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

### Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$8,016.4	\$4,860.87	\$3,155.53	\$53,463.93
District	N/A	N/A	\$9,628.1	\$56,383.71
Percent Difference: School Site and District	N/A	N/A	-67.2	-5.2
State	N/A	N/A	\$5,348	\$72,971
Percent Difference: School Site and State	N/A	N/A	-41.0	-26.7

Note: Cells with N/A values do not require data.

### Types of Services Funded (Fiscal Year 2014-15)

Programs and services available at Chavez School include:

ESEA-Title I  
 Economic Impact Aid  
 Special Education  
 Gifted & Talented Education  
 Transitional Bilingual Education  
 After School Program (Extended Learning)  
 SES- Supplemental Educational Services (Tutoring 2nd - 6th grade)  
 Reading Intervention Program  
 Toolbox (Socio-Emotional Learning)  
 The Mindful Life Project (Socio-Emotional Learning)

### Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$37,572	\$43,165
Mid-Range Teacher Salary	\$57,903	\$68,574
Highest Teacher Salary	\$77,623	\$89,146
Average Principal Salary (Elementary)	\$88,724	\$111,129
Average Principal Salary (Middle)	\$94,047	\$116,569
Average Principal Salary (High)	\$105,032	\$127,448
Superintendent Salary	\$227,250	\$234,382
Percent of Budget for Teacher Salaries	31%	38%
Percent of Budget for Administrative Salaries	5%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

### Professional Development (Most Recent Three Years)

Teachers receive professional development during faculty meetings, weekly grade level meetings, Wednesday Collaboration Meetings, and are offered 5 additional hours of professional development per trimester. The Instructional Leadership Team (ILT) met before the start of the school year to set SMART goals as well as to map out the Wednesday Collaboration Calendar for the school year.

Beyond the content areas, professional development is provided in English Language Development, socio-emotional learning and support, instructional strategies, and technology use. In addition, training is made available in classroom management and the effective use of assessment data and teacher data teams in meeting the needs of all students. A primary goal of the professional development program is ensuring that all students are served by skilled, highly qualified teachers and that teachers are supported by strong, knowledgeable instructional leaders.

Additional Opportunities:

- 3rd year Partnership with Selina Jackson on Emotional Competence.
- 3rd year of implementing Toolbox Project with Dovetail Learning (Problem Solving Strategies) .
- MOU with District: for the following Committees: Technology Teacher Lead, Academic Subcommittee, Common Core State Standard Working Group.
- TAT (Teachers Assisting Teachers) Early detection of Academic or Behavioral Needs before submitting student through an SST (Student Study Team) 5th year implementation. 1st year pilot of grade level conducting their own TAT's.
- School Wide Academic Focus is identified as: Literacy, Socio-emotional Learning, and Parent Engagement.